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## LANGUAGE AND LITERATURE.\*

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By MARTIN KELLOGG.

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In gauging the intellectual character of a people or a community, it is unjust to take Literature as the one sufficient test. As a high mountain top reflects glory over a wide landscape, so a single illustrious name in literature lights up a whole nation or race. Homer sheds glory on all the Greek commonwealths, Dante on the unlike regions of Italy, Shakespeare on the English-speaking world. One splendid intellect passes to the credit of masses of men, as if they too had an active part in its productions. Literature is not created by organized numbers. A whole people can not say, Go to, we will send forth epics, dramas, philosophic dialogues, stately histories, magnificent orations, which shall outdo all that the world has seen. No army of literary conquest can be enrolled. The makers of literature are unorganized, individual workers.

We may therefore look first at the individual, and ask how he gains his place on the roll of literary honor. Two members of a family may be equally well educated, and seemingly of equal ability. One becomes "literary," because he casts his ideas or fancies into a certain accepted form, and sends them to print. The other is equally interesting in conversation, but does not write for the

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public. The literary woman may have a sister or classmate equally brilliant, whose private letters, if unearthed in after years and given to the public, prove very entertaining. They justify the saying that if we wish to see the raciest, most idiomatic English, we must go to the letters of English-speaking women. Cicero praised the letters of Cornelia, mother of the Gracchi; and the conversation of Laelia and her daughters and granddaughters,—three generations of Roman ladies who did not pose as authors, but whose Latinity was held up as a model to Roman orators.

By what seems an accidental drift, some one educational institution has an unusual number of graduates who give themselves to lifelong literary work. Others send forth hard-working professional men, some of whom rise to high places in public life. Is the literary preëminence of one college or university sure to mean intellectual superiority? It would seem that participation in the life of a great nation should not count for less than the bookmaker's work in his closet. Authors retain their prominence because of the open and continued life of their work. Printing is the "art preservative of arts," and also of the names of men who put their thoughts in print. That is their good fortune, and no one can grudge it to them. Other men of equal or superior merit pass sooner into oblivion.

Of all the departments of literature, Poetry is accounted the highest. Other literary works may have such worthy thought, such deep generic feeling, or such artistic beauty, or all three in harmonious union, as to win permanence, or even immortality. The great writers of fiction, for example, have shown their power of fancy, their encyclopedic knowledge, their deep understanding of human life. A few have the witching power of melodious utterance. But no prose can rival the very highest poetry: in that alone resides the perfect beauty of perfect thought. So we may take the world's great poets as our standard of comparison for literature.

What have the great poets done? They have given us

the finest expressions of human thought and human imagination. They have brought down from the skies the most delightful creations of the mind: they have converted "airy nothings" into vital and beautiful realities. The best fruits of poetical inspiration show a height supreme of human genius. Like the other fine arts of music and painting and sculpture, poetry gratifies and cultivates our taste. The poets make their rhythmic words more charming to our ears, lifting our every-day language out of its enforced drudgery, and setting it in coronets of unfading beauty.

The poets have been influential in determining the literary preëminence of some one dialect over its rivals. In England, Chaucer and Gower and Wielif's English Bible helped the Midland dialect to win against strong competitors in the North and the South.

But, after all, neither poets nor prose-writers have had a monopoly of appropriate and refined speech. The Greek tongue was not a guarded secret, kept for the esoteric few. It was a common boon, like light and air. The Athenian audiences had a keen appreciation of the masterpieces of their dramatists. At the national games, it was not athletics alone that drew the multitudes together. Authors, from Herodotus down, recited their productions to the assembled people. At Rome the audience in a theater was cultivated enough to know when a Latin syllable was mispronounced, and hissed its displeasure. Language is a free gift, a universal possession. It envelops the thought and feeling of a whole nation, and must be the mother and mistress of that nation's literature.

And so we find one thing greater than the productions of the greatest poet: that one thing is the Language which is the poet's inheritance. He does not create his language; in a true sense the language creates his poetry. The Poet's name signifies a Maker. Yet he rarely makes a word. He receives his words from those who have lived before him. However forcible or refined or subtle his thoughts, he has no way of communicating them except through the words

which he has learned: words which must also be intelligible to his fellows. His thoughts came to him through words: through words they go from him to the comprehension of other men.

The words of a language are a great storehouse of thought. They are an accumulation of untold ages, the unfolding and blossoming of a plant of countless centuries of intellectual life. Far back in the dim depths of antiquity the soil was prepared, the seed planted, the tender boughs nourished. Its boughs shot vigorously forth, and on their bright, multiplying leaves were stamped the thoughts, the feelings, the purposes, the aspirations of a multitude of human spirits. Out from that dark background came, many ages ago, the beginning of recorded speech. The first rude words multiplied as the centuries brought new gifts of thought, new refinements of feeling, till at length the minstrel's song fixed them in human memory, and a working alphabet made it possible to garner up the precious and growing store. At any given time the language of a people contains the sum of all transmitted thought of all preceding time. In comparison with the vast treasures of language, how small is the fraction used by any one master of words!

The words of a tongue are like so many bits of mosaic, untold numbers of which go to make up a completed picture. These bits were at first rough and almost shapeless. They were reduced to form, then polished, then set in their proper adjustment. Single monosyllabic roots of words were coupled with differentiating elements. Their contour in utterance was made habitual. New phases were invented, to express new and more delicate variations of meaning. Our Indo-European ancestors began such an unmeasured work, and the separating branches of the race have carried it on, each with its own genius for word and sentence building. The sum total is a most marvelous structure. The language of civilized nations is so great a creation that men may be excused for having deemed it a

direct gift from Heaven. It is a gift, but indirectly. The latent power of speech, like the power of thought, is a part of our divine inheritance; but speech was made possible to human invention by the possession and play of thought.

How slow the process of building it up! In the state prisons of Hindostan I have seen close rows of men working at a piece of tapestry, with a printed notice attached, "Daily task, one inch." Slower, immeasurably slower, must have been the work of the weavers on the loom of language; done not as a prison task, but as a glad addition to a growing inheritance. One *word* a day would have been a rich gain for a whole tribe of our ancestors. The earliest literatures of which we have knowledge were made possible by this slowly acquired wealth of inherited speech.

The Greek poets, standing on the height of their pre-eminence, had at their command all the resources of the wonderful Greek language. They had but to drink from an exhaustless fountain of fact, of reflection, of sentiment, and of fancy; of rich experience gathered through indefinite ages from the expanding intellects, the sensitive hearts, the indomitable wills of their Indo-European race. All Greek poetry did not equal the great and beautiful creation of the Greek language.

It follows, does it not, that if we demand the best criterion of a nation's intellectual power, we should take the common working instrument of the intelligent many, not the contingent presence of a few brilliant authors. Great names in literature are apt to appear in clusters. One producer stimulates the genius of others. If there were various contributors to the superb *Iliad* and *Odyssey*, we can account for their uniform excellence only by such a noble infection. Of the three great tragic writers at Athens, Sophocles followed closely on Æschylus, Euripides on Sophocles; and the works of able rivals of them all have been lost. Aristophanes was not the only master of Greek Comedy. From the stimulus of his time came the Middle Comedy: from both, the New Comedy of Greece,

known to us by its imitators, Plautus and Terence. Thucydides emulated Herodotus. Plato climbed the philosophic heights with his master Socrates, and Aristotle was the pupil of Plato. Demosthenes came almost last of a cluster of ten Attic orators, all celebrated. In English literature the Elizabethans caught inspiration from each other. Shakespeare accompanied with a choice coterie of intellectual lights.

Really great names in literature are almost as rare as comets in the midnight sky. The enduring names are comparatively few. But among every civilized and cultured people, the literary standard of appropriate expression is known and adhered to by a large number of well educated men and women. The conversation of cultivated people is a surer test to apply to a nation or a community than the published writings of a distinctively literary class.

Let us do the great authors justice. They have contributed new thought to the world, of high and lasting value. But the deepest thoughts have come from the philosophers and statesmen, not from the poets and purely literary authors. Plato is in the front rank of prose literature, and his dialogues are a very Niagara of thought. But he owed, how much we can not tell, to Socrates, who left no writings. Parallel with Plato, for his influence on many succeeding ages, is Aristotle, who lacks the literary charm of his master. Julius Cæsar wrote an undying piece of history, but his title to fame rests on his genius for war and administration. Immanuel Kant was not a poet. Goethe's renown is due only secondarily to his literary excellence, primarily to the underlying philosophy of his writings. Lord Bacon did not write Shakespeare. Wyclif and King James's translators did more for our language than the poets: the Bible is the true "well of English undefiled." The American Declaration of Independence was not written in verse.

Over against all the poets and philosophers and founders of states, some would set the inventors and scientific dis-

eoverers as the foremost intellectual products and factors of civilization. But we are not now discussing all other tests of intellectual power; let us hold to the one test of language.

This test is one which may be applied far beyond our actual sight. We hardly know where our Indo-European ancestors originated, from what hive their numerous offspring swarmed. We know nothing of the different stages of their early intellectual progress. But we know that the wonderful structure of language which they bequeathed to us must have been slowly built. We see enough of the laws of language to be sure that its growth began long ages before the first literary products which have come down to us. And we are sure that the patient fashioners of Indo-European speech were men of no mean intellects. No miracle put that speech into their mouths. They won every new word, every new use and adjustment of words, by their innate energy of thought.

The branches of the Indo-European family make their first appearance, in literature that still lives, in different eras. First comes the Sanskrit of the Indian branch. The Greek goes back to prehistoric times. The Italic branch lagged far behind the Greek. The branch that most nearly concerns us, the Germanic, appears in literature only in the fourth century of our era. Meantime the belated Latin literaturè had thrown a searchlight on some of the German tribes, through the histories of Cæsar and Tacitus. Their accounts have been absurdly misunderstood. So good a historian as Guizot has placed the Germans of that time on the level of our North American Indians. He quotes a score of passages from Tacitus (*Hist. Civ. ii, 15 C. sq.*) and balances them with parallel passages relating to modern barbarian tribes, chiefly our Indians. He makes out the equation to his own satisfaction.

There were reasons why these old Germans lived in a rude fashion. The most civilized men now "rough it" in the woods, often for mere pleasure, sometimes for business.

The migrating Germans had business in the West. They found few comforts in the bleak regions they traversed in that Northern, transcontinental route, almost as few in the forbidding plains of their new home. But whatever they lacked in comparison with the Southrons of Europe, they did not lack an equal energy,—as Augustus found to his cost when he cried, "O Varus, give me back my legions!" The Germans of that period had an inherited passion for liberty, and imparted that passion to the later European civilization. But aside from these tokens of a noble race, they had the possession of a noble language. Where did they get it?

This language, as it has been variously developed, is closely allied to other members of the great Indo-European family of languages. Here we have a *terminus ad quem*; and for the *terminus a quo* we are compelled to go back to the parting of the Indo-European ways. Strength and symmetry belonged on the other side of all the intervening ages: the same strength and symmetry characterize our modern Germanic tongues. Given a fine equipment of language in the heart of Asia, long, long ago, how did it get to Western Europe, with all the birth-marks upon it? Dr. Edward Everett Hale, in one of his charming stories not founded on fact, tells of an adventurous train crew which one night shot its train of cars across a deep ravine, to avoid a long circuit by the regular line of rails. The train left one bank at full speed and at sufficient elevation, as the artillerymen say, to carry it across in mid-air to the opposite bank, where the wheels struck the rails again, and the ordinary journey was resumed. Such a miracle would have to be postulated for an Indo-European language found intact after jumping the gulf of a thousand years, with no successive intelligent generations to keep it alive. If successive generations did keep it alive, they must have been persistently intelligent.

Our astronomers — our own Lick astronomers — have gained a new power of stellar exploration. Spectroscopic

tests have revealed many new suns in the immeasurable depths of the heavens; suns that shine with too feeble a light to be detected by any telescope, or are so close to companion suns that their light does not assert itself as distinct, even to the sharpest vision. Thus the Polar star is proved to be double, or, indeed, triple, by a tell-tale spectrum. May we not say that the language-test reveals as surely the intellectual character of our Germanic ancestors through all the unseen centuries, from the time when they left the parent hive till they reached the dreary plains of Germany and the frost-bound mountains of Scandinavia? Yes: the Germanic branch of the great Indo-European family never lost its birthright. Whatever else it cast aside in its wanderings, it clung to its noble inheritance of thoughtful and expressive speech. If it had lost, or essentially impaired that speech, it could never have regained it. Any new elevation from actual barbarism would have lacked the old Indo-European stamp, and have been directed on other lines. This one criterion of language redeems our ancestors forever from the stigma of barbarism. The language-spectrum is proof decisive.

Another interesting application of our test is found in comparing the intellectual character of the old Romans with that of the old Greeks. The estimate of these two nations is usually based almost exclusively on their surviving literatures. The Latin literature falls far below the Greek. In fact, it is chiefly the child of the Greek. Its masterpieces are centuries younger, and its master workmen confessedly learned from the Greeks. But if a language is greater than all its literary products, we must go back of all Greek and Roman poetry and prose, and question the tongues that gave them birth. The Latin language is not a daughter, but rather a sister of the Greek. Both are nearly related to the Sanskrit. In some particulars the Latin is more elaborate than the Greek. It has not the flexibility and music of the Greek; but if the latter were out of the field of comparison, the Latin, to use its own words, would be *facile princeps*.

among the highly cultivated languages. It has a sturdy strength and solidity, a dignity and stateliness, all its own. If it stood alone as an old motherly tongue of civilization, how grand we should think it to be!

It is strong on the intellectual side, showing a high culture on the part of those who used it. All words of the intellect are evolved from words of sense. First comes the outward, for the uses of our material life; then follow the figurative uses, to meet the needs of the mind and the soul. These higher meanings were fully developed by the Latin-speaking race. *They* fashioned their wonderful instrument of speech. It took such rich and varied hues to portray *their* subtle thoughts and refined feelings. Living in the elder time, without the impulses and the historical forces of modern civilization, they carried the expression of thought to heights which the varied and affluent culture of our day almost vainly tries to rival. Our English is not primarily a Latin tongue, but it has been glad to borrow a very large fraction of its words from the Latin. And the words thus borrowed are used especially for our own processes of thought. We find them already endowed with a sensitive intellectual life, which richly supplements our true and strong vernacular. The old Romans knew the words of intellect as such, in their transferred and spiritual meanings. They stored their speech with images of never failing beauty and power.

The Latin tongue had not, like the Greek, an early outburst of a literature which would stimulate and enrich its later development. No Homer handed down a Latin Iliad or Odyssey, to be to the Romans what the "Greek Bible" was to the Greeks. The chief Roman authors lived in the century before and the century after the birth of Christ. But the Latin language, as Mommsen says, was well developed as early as the middle of the fifth century B. C. The older Romans had no Cicero to teach them the smoothest rounding of prose periods, no Vergil or Horace to reveal the capabilities of Latin verse. They had not even a Cato

to cast their speech in the ruder literary forms. But they had the speech itself, with all its inherent resources, and this speech was their own national product. The Roman people built up the Latin language, in substance and in capabilities such as we know it. The fact that no great literary name, like Homer, gems the earlier centuries, shows that all the more honor is due to the people as a whole.

The glory of the Greek literature belongs to but few of the Greek states. Athens was the one brilliant star of the Hellenic constellation. I do not forget the Homeric poems, nor Sappho, nor Pindar, nor the after-glow of the sweet Sicilian Muse. But what did Sparta or Corinth contribute to the Greek galaxy of authorship? It "happened" to *no* one "to go to Corinth" as a literary center. Sparta was the leading city of all Greece, its martial pride and highest type of energetic government. If no Athens had existed, how would Sparta compare with Rome, estimated by the higher forces of the intellect? Sparta was engrossed in gaining and maintaining its hegemony among the Grecian states. If that is an excuse for Sparta's lack of literary renown, it is also an excuse for Rome. The Romans had a world-wide Empire to build up, and war was their "Day's Work" year after year, century after century. Think how seldom Janus shut his gates.

Language, cultivated and intellectual, is an aggressive force. For example, our English tongue penetrates the remotest quarters of the globe, and bids fair to have a world-wide sway. Which had the more of aggressive force, the Greek or the Latin? The Greek *people* were enterprising: they planted colonies on all the Mediterranean shores, even to the pillars of Hercules. The Greek tongue was spoken in Palestine, in Egypt, and Cyrene; it was dominant in Sicily; Lower Italy was known as Magna Graecia. Why, once there, did it not supplant the then unliterary Latin? Why did it shrink, in a very few centuries, back almost to its original limits? *Per contra*, the Latin speech first gained supremacy in Italy, then overran Western Europe. It

supplanted the dialects of the Gauls and the Hispanians: at this day those nations are styled Latin, though the Celtic blood is still predominant. If we say, Roman conquest and Roman government forced in the Latin tongue, while the Greek language had no such might behind it, we only shift the play of the Roman intellect. What is taken from the power of their speech must be added to their superiority in war, in organization, and in government.

Law is not reckoned as a province of literature. If it were, the old Roman might challenge the Greek to produce any permanent code; and he would point triumphantly to his own slowly erected and beautiful structure of jurisprudence. Roman Law has shaped many modern codes, and it is with us a necessary study for the advocate and the jurist.

To sum up this partial comparison of those two classic peoples: It is certain that the Greek literature is immensely superior to the Roman. In other ways, which I have only glanced at, the Romans were superior to the Greeks. Our topic called only for a comparison of their languages. Here the Greek is still superior, but the Latin is a very good second. If language is more than literature, if it is a truer test of intellectual character as applied to a whole people, then the Latin-speaking and Latin-building Romans must have the benefit of this truer test. Their language is an enduring and splendid monument to the genius of the race that brought it to perfection.

Our own literary record is to be judged in remembrance of this test. Like the Romans, our American people have been devoting most of their energies to the practical side of an exacting national life. More has been demanded of them than of any other people. Alexander the Great was a warrior, and nothing more. If he had cared to consolidate his empire, he needed not to sigh for another world to conquer. At his death that empire broke into rival fragments. The Cæsars did consolidate their great empire by an organized centralization of power. Rome was an irresistible magnet. We have been founding an empire still more

difficult to build. It was easy for Cortez and Pizarro to overrun portions of the new world with their trained armies; easy to leaven those rich regions with a strain of Spanish blood, and leave future generations to worthy aspirations, and alas! to interminable quarrels. Our task was to create an empire out of absolutely new and scant material; to subdue rugged nature herself; to fill untenanted wastes with a homogeneous population, imbued with an irrepressible love of liberty, yet sworn to uphold the beneficent majesty of law. We were to have no irresistibly dominating center. The peaceful union of widely sundered states is a *sine qua non* of our imperial function. The task is one far surpassing that of the Cæsars. If any one thinks the task already accomplished, let him step into the halls of Congress and listen to the debates now heating our national atmosphere.

The comparison of our literature with another will naturally be with that of the mother country. The comparison must not go back of the seventeenth century. King Alfred, Chaucer, Shakespeare, belong to us as truly as to our English cousins. Since our separation we have had no such leisurely literary class as England has had. Our output would of course be smaller; its excellence would naturally be less. Most makers of really good literature come to their best through much toilsome practice. Stevenson and Lowell were examples of what can be done by determined effort; but our Lowells have been few, their Stevensons many. Yet both English and American writers have fallen below the glorious Elizabethan age. That was an era of matchless effervescence. The impulse of the Renaissance was not yet spent. The Reformation was still thrilling the deepest religious feeling. Grave church problems were unsolved. The way was preparing for a revolt from tyrannous monarchy, for the Cromwell and Milton of the ensuing century. Men's thoughts were awakening to scientific truth: Roger Bacon had lived, and Francis Bacon was living. Out of all the novelty and ferment of that age

came the works which are the glory of English literature. English and American writers have since then failed alike to match that earlier splendor.

But back of both is the noble English language, in which both alike may glory. *It* is more majestic than any works which have graced its literature. The question then is this: On which side of the Atlantic is the better English generally spoken and reverently cherished? That is as much as to ask, In which country is there the higher level of general intelligence? Americans need not fear the answer. They do not boast a superiority; they only claim an equality. They are honestly striving to preserve unimpaired the inheritance of their Anglo-Saxon ancestors, enriched by most important increments from the Latin, by much from the Greek, and by miscellaneous treasure-trove from other sources. Our literary standards are correct, our literary sins are youthful and venial. With the great development of interest in the higher education, our general loyalty to the dear old mother tongue is certainly unimpaired.

Let the nation ripen for a century or two. Let it wait for a leisure class equal to that in older countries. It should be recognized that our lack of Elizabethan vigor is no degeneracy of blood, but a flow of vitality to other needful work. *When the time comes* our literature will shine forth as the sun at noonday. That time will not come by compulsion. The development will be free and spontaneous, and it is now gathering strength. I have no apologies to make for our present visible achievements in the domain of worthy and inspiring literature.

I remarked at the outset that the makers of literature are individual workers. In closing, let me call to mind one such worker, who for eight happy years walked our University grounds, taught faithfully his University classes, and drew to himself the hearts of pupils and fellow teachers. Literary production was only his avocation, as it was his chief delight. His crystal poems bubbled forth in the midst of his toil, because he must sing his high

thoughts and his exquisite fancies. When we heard of his too early departure from earth, we could adopt the lament of the old Greek poet:

They told me Heracleitus, they told me you were dead,  
They brought me bitter news to hear and bitter tears to shed.  
I wept, as I remembered how often you and I  
Had tired the sun with talking and sent him down the sky.  
And now that thou art lying, my dear old Carian guest,  
A handful of gray ashes, long, long ago at rest,  
Still are thy pleasant voices, thy nightingales, awake,  
For Death, he taketh all away, but them he cannot take.

The pleasant voices of Edward Rowland Sill echo still through our University halls. His nightingales of song alight, in quotation, on many a freshly printed page of grave instruction or robust good cheer. It was fitting that he should be a teacher of our inherited English, the language that opened for him vistas so fair in its ample domain. To such glad, spontaneous workers must we look for future masterpieces in American literature, which shall be worthy of our high-born, comely, and bounteous Mother-tongue.

## AFTER EGYPT.\*

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By ISAAC FLAGG.

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Who, from Piræus sailing, sees  
The circle of the Cyclades  
Glide fast backward, till they shine  
No more, for him the southward line,  
Drawn where sky and water meet  
Between Carpathos and Crete,  
Points to Egypt. On a day  
Of a by-gone century  
Thus from his native Attic shore  
A far-speeding vessel bore  
The good Aristo's son—the same  
Who, thro' the ages, by the name  
Of Plato should remembered be.  
Young, then, and unrenowned was he,  
Nor himself knowing; but possessed  
By that foreboding and unrest  
Of mystic aspiration bred.  
Wealth and fair ancestry had shed  
On him their lustre; nature brought  
Delight of sense and soaring thought,  
Blent in such visions as inspire  
The poet's fervor and desire.  
Now, with a full sore-troubled heart,  
Fain would he spurn the seething mart,  
The civic clamor, the revelry,  
Even the groves, the hills, the sky  
Of haughty Athens. Who were they?  
Those flippant arbiters of wit  
And song and eloquence, to sit

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\* Poem read by Professor Flagg at the annual meeting of the Phi Beta Kappa Society, in Hearst Hall, May 13, 1902.

In judgment on a life sublime,  
Which, round the peristyle of time,  
Should waken echoes more profound  
Than all their shallow arts could sound!  
Nathless, perforse of their decrees,  
The mortal voice of Socrates  
Was hushed—tho' in the charmèd ear  
Of each true friend and follower  
Still did its golden accents seem  
To ring, and, like a haunting dream,  
Before each mindful eye the spell  
Of the sad final scene to dwell:  
The cot-bed in the prison, the chain,  
The benign master—and the bane  
Quaffed from the deadly chalice.—Now  
On that blithe ship, whose eager prow  
Churned the blue waters, Plato stood,  
Lost in the vague expectant mood  
Of one, whom, for the ends of fate,  
Fresh scenes and trials new await.

Peaceful and sweet it seemed, to stand  
In the quaint three-cornered land,  
That the seven streams of Nile enfold;  
Where the Argive maid, of old,  
Io, poor wanderer from the West,  
Bent her life-weary limbs to rest.  
Sweet was it, when a cooling shade  
The hand of welcome eve had laid  
Over the river's bosom, to lie  
Watching the fretted shore glide by;  
Or some pale lotus-lily's face  
Under the dim starlight to trace,  
Whilst softly the Nile boatmen plied  
Their blades athwart the placid tide.—  
Soon Memphis, and the voiceful throng,  
Swaying its temple-courts along,  
Of Apis-worshippers; and, seen  
Afar, the pyramids, whose mien  
Divinely, to the musing Greek,  
Of space and number seemed to speak,  
Problems Pythagorean.—Again  
Away, past ibis-haunted fen,

On, on, still on, by wind and oar,  
Stemming the soft rich waves, that pour  
Forth from perennial founts unseen  
Sweet freshness o'er the margents green  
'Twixt Araby's purple mountains and  
Brown hills that bar the Libyan sand.  
Up, up the immemorial stream.—  
Now, on its shadowy surface beam  
Gay colonnade and shimmering wall,  
The hundred-gated capital,—  
And at each gate, to battle-rout,  
Two hundred chariots sally out,—  
Thebes, ancient seat of warrior kings:  
Here, where colossal Memnon flings  
Weird music on the morning air,  
Teeming with busy life; but there,  
Toward sunset and the nether gloom,  
Dear to the dwellers of the tomb,  
By their frail caskets tenanted,  
Stretches the City of the Dead,  
Sombre and silent—save what note  
Of lamentation deep might float,  
From mourners' voices wafted. There  
Glides many a funeral bark, to bear,  
Westward and earthward voyaging,  
On the last voyage, the bodies of them  
Whose souls, or must return and strive  
Thro' more of mortal penance, or live,  
In Osiris merged, the all—  
Blissful existence, all-in-all.

Nigh to its end the sojourn drew,  
As fast the wondering moments flew,  
Which, by tradition's testament,  
Young Plato in old Egypt spent.  
To-morrow would he set his face  
Northward, and the steps retrace,  
That from known scenes had led him far.  
To-morrow, with the morning star,  
Cyrene and fair Sicily  
The traveller's cynosure should be,  
Then great Hesperia, and anon  
The harbors of his Attic home.—

That night, when sleep his lids had sealed,  
Unto the spirit was revealed  
The vision of a dream. Him thought,  
By throes of anxious quest distraught,  
To wander near the Nubian tract,  
Above the second cataract,  
Where the eternal waters cold  
Down from the Bybline mountains rolled;  
And there, while thrilled that region lone  
With an unearthly monotone,  
Forth, in ethereal hues, did gleam,  
As thro' a halo of his stream,  
The countenance of Father Nile.  
No accident of frown or smile  
Ruffled his features' calm; nor youth,  
Nor age was mirrored there; nor ruth,  
Nor joy, nor sorrow, as of a sense  
Of past or future, lowered thence.  
'T was as the Sphinx re-voiced, or note  
Breathed from a midnight Memnon's throat,  
When thro' the gates of dreams, this word,  
Parting those lips sublime, was heard.

"Ye search amain, to probe and win  
My secret and my origin.

"Caught in the mesh of time and space,  
Ye pass me, and see not my face.

"To phantom shapes ye cleave, that range  
Along the rifts of chance and change.

"Ye feign, the signs to comprehend  
Of a beginning and an end.

"Know, that each drop of crystal dew,  
Which, to its mission born anew

"And from inept admixture freed,  
My farthest fountains helps to feed,

"The same once mantled in the grape,  
Or swelled the millet or the rape,

"Or clove the Delta, and, wave-tossed,  
In gray infinitude was lost.

"Son of unworthy Athens, lo,  
Thus, darkly, to thy thoughts I show

"What mysteries thro' thee, in turn,  
Men of the Western world shall learn,  
"When, in thy magic name, they pledge  
The wise soul's heavenly privilege,  
"Turning from that which seems to be,  
The fleeting show, the vanity,  
"To penetrate, clear-eyed, beneath  
These cerements of life and death,  
"And the *ideal* truth compel  
From its gross perishable shell."

## HORATIO STEBBINS.

### I.

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By HORACE DAVIS.

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The University of California will always hold Dr. Stebbins in reverent memory for his long, faithful service and steady devotion to the highest attainable standards of education. He was made a Trustee of the College of California in 1865, afterwards President of the Board, and when the College was merged in the University he was appointed on the first Board of Regents, where he remained until 1894, thus giving nearly thirty years of continuous service to the College and the University.

It is a remarkable feature of the early history of the State, and a high tribute to the character of the men of that day, that with the first coming of families to our shores institutions were organized for the higher education. The long Isthmus trip to the East was a virtual denial of the privilege of advanced learning to the large majority of our boys, and the earnest, devoted men of that day set themselves about the work to supply the deficiency. It was uphill work, but they were determined and patient. The story of their struggles is pathetic; at times it is heroic. History has never done justice to the devotion and self-sacrifice of those men, and perhaps never will, but the State owes them a debt beyond measure.

When Dr. Stebbins came here in 1864 he was in the full vigor of mature manhood, rejoicing in rugged strength of body and mind. He brought with him the traditions of Harvard, the ideals of high culture, freedom of thought

and personal responsibility. With these motives and impelled by that public spirit which runs in the blood of the true New Englander he accepted a place among the Trustees of the College of California to do what he could to strengthen and perpetuate the struggling institution.

The time was close at hand to realize the dream of laying the foundations of a great University. In March, 1866, the State Legislature passed an act to establish an agricultural, mining and mechanical arts college, a polytechnic school, founded on the generous endowment by Congress contained in the Morrill Act of 1862. If the College of California, which was mainly a college of letters, could be united with this polytechnic school, together they would form a foundation broad enough for the building of a true university. In October, 1867, the Trustees of the College offered their property to the State as part of a university endowment, with the single provision that the University should maintain a College of Letters. The offer was accepted, and the Legislature at its next session passed the act which became the charter of the University, uniting the two institutions. It was signed by Governor Haight March 23, 1868. Thus Charter Day was the birthday of the University.

I have gone somewhat into details in these matters to show the close connection of Dr. Stebbins with the birth of the University. The State had established a polytechnic school, and it was the union of the college of letters with it that gave it breadth and made a true university possible. Dr. Stebbins was a member of the Board of Trustees that made this generous offer and he was appointed on the first Board of Regents of the newborn University.

His appointment was singularly fortunate, for in the trying times that were in store for her she needed his high ideals of culture, his firm faith in the future, and his long patience willing to wait for accomplishment. The infancy of the University needed all the faith and hope and patience that its friends could bestow on it. During the next

decade California passed through the wild "Bonanza" craze, and from that to hard times, the "greenback" movement and the Kearney riots. The University was bitterly assailed for spending the people's money on useless courses in letters at the cost of more practical and useful scientific studies. The antipathy to higher culture went so far in the Constitutional Convention of 1879 as to cut off the high schools from any share in the State School Fund. It was a time to test the value of steady faith and long-minded patience.

Dr. Stebbins was an idealist and an optimist. In his preaching he held with firm grasp to the verity of spiritual things—God and the human soul. The world was to be purified not by legislation but by growth—steady growth of human character towards the highest ideals. Carrying these ideals into the University he worked steadily for the promotion of the humanities, keeping the highest standards in view. He was not an organizer and, indeed, had little aptitude for detail, but he was a constant source of inspiration to the friends of higher culture. It was a hard fight, the annual income was meagre, and he was compelled to be satisfied with moderate attainment, but his influence was great and his presence was a tower of strength; some progress was made each year in the direction of his hopes.

Those days of poverty are now over. The State has recognized its duty as a civilized community to encourage the highest culture attainable, the University has risen to the front rank among American institutions of learning, and we are reaping the fruits of his aspirations and faith and patience—we are realizing the ideal of Dr. Stebbins himself, as quoted in the History of the University from an address in 1868:

"This, then, is our vocation, to make men more manly and humanity more humane; to augment the discourse of reason, intelligence and faith, and to kindle the beacon fires of truth on all the summits of existence. And to this end may our University stand so long as the sun and moon shall endure."

## HORATIO STEBBINS.

## II.

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By CHARLES A. MURDOCK.

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My recollection of Dr. Stebbins dates back to 1854, when he was the minister of the Fitchburg church, his first settlement. He exchanged several times with the minister of my native town, five miles distant, and there was something about the tall young man that impressed itself on my boyhood memory. His originality was shown in a different manner of preaching. His texts were unexpected verses, not conventional, and his voice had a sort of thrill in it not common to most young ministers.

Soon he removed to Portland, Maine, and I joined my father in California. For ten years a continent divided us.

When in March, 1864, Thomas Starr King fell at his post Horatio Stebbins was called to be his successor. He came in September and took up the work of that gifted and magnetic preacher and patriot. The two men were very different in temperament and in endowment, and it seemed problematical if the great congregation which had been drawn by Mr. King's winning personality could be held by this rather grave and reserved man, whose reputation rested mainly on his intellectual force and his admitted ability as a sermonizer.

Mr. Stebbins had been a friend and admirer of Mr. King, and he appreciated the trial before him, but he never swerved from his determination to lead his own natural life, giving his people the best that was in him, without troubled concern as to immediate results. He soon won his

own place in the regard and loyalty of his congregation, and very few fell away under the new leadership.

His record of service is unparalleled in the Unitarian denomination. No other man who took a church after he had reached his fortieth year has served it for thirty-five. And what service he gave! He rarely repeated a sermon; his vacations were brief and rare; a good part of the time he preached twice a day. He must have written nearly two thousand sermons during his ministry: and a sermon with him was no mild dilution. Most of them were compact with thought and feeling, with a wealth of material that often seemed prodigal. He never preached a sermon that did not send a thoughtful person home strengthened in faith, stimulated to thought or uplifted in purpose.

His voice was of remarkable quality, rich, vibrant, with something of the organ tone, and with a modulation so delicate and discriminating as to express the finest shade of meaning. Few read the Bible as he did. It could never be a perfunctory service. He read with the spirit and the understanding, and with a fervor that never lost its freshness. He frequently surprised strangers by revealing an entirely new meaning, which was obviously true. His reading was never hard and matter of fact, but always poetic, musical, dramatic in the highest sense.

In prayer he revealed his inner self. He seemed to be alone with his Maker, pouring out his heart, lifting his soul, imploring the Divine blessing. The tenderness, the beauty, the depth of feeling can never be forgotten by those who heard. No one seeing the not infrequent tears that streamed from his eyes from sheer depth of feeling could fail to recognize a soul whose strength and true sensitivity were equally strong.

Dr. Stebbins naturally changed in thirty-five years. He seemed to ripen steadily and naturally. He grew more genial and gracious in manner. He was no less strong intellectually, but the emotional side of his nature seemed enriched, and more and more he seemed to gain in spiritual

power. He passed no summit followed by decline. To the last his courage was firm, his spirit strong. He bore life's trials and griefs in a way that ennobled and never embittered. He was too large to harbor ill-will or resentment, but was at peace with all mankind and with his Maker.

If any one thing can be called characteristic in a personality well balanced, and in a mind many-sided, it seems to me that his mountainous faith in the reality of the spiritual was his most marked feature. He accepted all that scientific research has unfolded, he was impressed with its wonders, but it had little interest to him compared with the moral and spiritual life of man. His interest was in man, and in men as the manifestation of the divine. His bent of mind was revealed in the leaders of thought in whom he most delighted. Hedge and Martineau he especially admired and their friendship he greatly enjoyed.

His faith and trust were absolute, and his most valuable service was the inspiring of others with these qualities so indispensable to a normal, happy life. He was a great leader, a great inspirer of his fellow-men.

Dr. Stebbins was content with prose expression of his thoughts and sentiments. He never attempted verse, but his imagination was keen, his insight clear, his vision prophetic, and his prose often glowed with poetic fire. He was fond of nature, and especially loved the mountains that supported the sky upon "their purple shoulders," but he turned with fondest love to human nature as the supreme handiwork of the Almighty. No one knew the charm of this great personality who had not sat at his table and heard the flow of lofty sentiment and merry jest and tender love. He was the happiest of hosts, and in his own family showed the sunny side of a great heart and a lofty soul.

He was the most loyal and devoted of friends, generous, helpful, appreciative. He was in the best sense a gentle man. No harsh or contemptuous word ever wounded the feelings of a servant or a subordinate. A hack-driver or a waiter was always treated with courtesy and consideration.

If he refused a beggar he did so politely, and if he endured a bore he suffered with patience.

He was a true and wise friend of education. He was not unmindful of its limitations, but he respected it deeply as the servant of culture and the means of enlarged life. Everything with him was valued as it contributed to life. Religion was not an end, much less the church. Life,—rational, aspiring, abundant life—was his gospel, and that he attained.

His courageous defense of what he considered right in spite of any unpopularity was of great service, his long-minded views and calm patience were often helpful, his calmness in storm and stress was an inspiration, his words of wise counsel and his ringing call to righteousness were with power, but, better than anything he did, and above anything he said, was what he was—a Man!

## IN MEMORIAM.

At a meeting of the Academic Council May 12 this resolution was adopted:

*Whereas,* The Rev. Dr. Horatio Stebbins has recently closed his earthly career, the Academic Council desires to put on record its appreciation of his noble character, and its sense of the value of his services to the University of California.

Those services began with the very organization of the University, of which he was one of the eight Regents first appointed by Governor Haight. Dr. Stebbins had been President of the Trustees of the former College of California, and had aided in bringing about the combination of educational interests by which that college became a constituent part of the new University. By re-appointment he continued in office as a Regent till the year 1894; a service of twenty-six years.

Of all the men who have held that office, no one has excelled Dr. Stebbins in devotion to the best interests of the institution. Himself a graduate of the oldest American university, he had definite views of what the new University should be. He had high ideals for its educational work and influence. His clear intellect, his commanding presence and eloquent speech, were enlisted on the right side of the most vital university questions. The members of the Faculty found in him a faithful friend and a sympathetic counselor.

Of Dr. Stebbins as a man of the highest character, an influential preacher, a positive force for truth and righteousness in the community, his many attached and admiring friends have elsewhere abundantly spoken. None filled a larger place in the public eye than this strong thinker and earnest advocate of the things which make for the public weal.

We rejoice in his long life of usefulness, and in the loving companionship and beautiful calm of his closing years. To the surviving members of his family we tender our heartfelt sympathy in their bereavement, sharing with them in the consolation of a life so lived and so prolonged in service to men and to God.

## LOUIS SLOSS.

By ARTHUR WILLIAM FOSTER.

Mr. Louis Sloss was born in Bavaria July 13, 1823. He came to the United States in 1845, and settled in Kentucky. He came across the plains, leaving early in 1849 with quite a large company. Cholera broke out soon after the start, and with Dr. R. H. McDonald and Judge C. H. Swift (two well known California pioneers) he left the party. The three made the trip, arriving in California in July, 1849. He settled in Sacramento, and, after some time spent in the mines, engaged in various business enterprises, and in 1852 established the firm of Louis Sloss & Co. in the wholesale grocery business. In 1861, after suffering from two disastrous fires and two serious floods which devastated Sacramento, he moved to San Francisco. Here he started in the stock brokerage business with his old associates (Lewis Gerstle and Simon Greenewald) under the same firm name of Louis Sloss & Co. A few years later the firm engaged in the hide, fur, wool, and leather business, and in 1868 the Alaska Commercial Company was organized, in which he was one of the leading spirits. He was particularly active and successful at this time in obtaining from the United States Government a lease of the Pribilof Islands in the Behring Sea, and the right to kill seals thereon for a period of twenty years from 1870. A similar privilege was obtained from the Russian Government for a like period on the Kommandorski group of islands, near the Siberian coast. These ventures

proved profitable, and were the beginning of his financial career. The development of Alaska, largely due to the broad-minded policy of the Alaska Commercial Company, found a strong advocate in him, who was ever mindful of the trials and privations of the prospector and pioneer, and both with advice and more material assistance he was always to the fore to lighten their burdens and help them on their way.

Although he never sought or held political office, his advice was often applied for and given in party matters, as well as his financial aid. He was for several terms Treasurer of the Republican State Central Committee, and was active in the councils of the party.

He was very earnest in his affection and work for the Society of California Pioneers. He was on the building committee for its new home on Fourth street, near Market, and was President of the society for one year from July, 1884.

He was appointed Treasurer of the University of California September, 1885, and had the custody of its funds uninterruptedly from that time until his death.

He was largely interested and prominently identified with a number of large commercial enterprises on the Pacific Coast, notable among which were the Alaska Packers' Association, he and his associates having at the time of the organization of this company the control and management of six large salmon canneries in Alaska, which now are part of the aforementioned organization; the Anglo-Nevada Assurance Corporation, which did a large fire and marine business, and of which company he was the first President.

He has also been interested in and assisted in the establishment of a large number of other mercantile enterprises, and has always stood ready to assist in undertakings calculated to redound to the benefit and glory of his city and State.

He married in Philadelphia in 1855. His surviving

family is a widow and five children—Mrs. E. R. Lilienthal, wife of the well known merchant of that name; Leon and Louis, Jr., who for some years have been connected with their father's various undertakings; Joseph, Treasurer of the Pacific Hardware & Steel Co., and M. C. Sloss, Judge of the Superior Court.

Mr. Sloss was one of the great men of California and of the whole country. A powerful force at all times in financial circles, he was always ready to subordinate private and personal interests to the welfare of the community, and he was, above all things, an enthusiastic lover of his adopted country and an eminently public-spirited citizen.

## THE OLD AND THE NEW—A LESSON.\*

By JOSIAH ROYCE.

Students who attend universities during the regular sessions often come to their work under the influence of various family and social traditions, so that not all of them know equally well precisely why they have come. But attendance upon the sessions of a summer school is, I suppose, a matter of individual choice, and presumably of clearly conscious choice, on the part of nearly all who are present. When we meet a friend at a summer school, we therefore first naturally ask: "For what have you come?" And just as naturally we expect a plain answer. We should often find it hard to get such an answer if we asked the same question of the average college freshman, at the beginning of the regular session. He would frequently have to say that he came because he had been advised, or urged, or commanded to come. But we of the Summer Session are here because we have ourselves chosen to come.

Moreover, at the summer school, this same question, "For what have you come?" may very fairly be asked, not only of the student, but of the visiting instructor. The regular member of any university faculty during the academic year, is taking part in the various tasks of his complex life work; and so for him, during the regular term-time, to answer the question, "Why do you teach in this place?" would generally mean to give an account of his

\*Address delivered, June 30, at the first University Meeting of the Summer Session of 1902.

whole life as a scholar. But the visiting instructor at the summer school is generally there for decidedly special reasons. He, like the student, has chosen to accept the task of the time, with some few and definite ends in view. Accordingly he, too, may well be expected to answer the question of his friend, "Why did you come here?" in some comparatively definite manner.

I am led therefore to confess at once the fact that at least one of the motives which led me to accept the kind offer of our President, and to take part in the work of this Session, has been simply the desire to contrast the present with the past of Berkeley. I have been glad to renew, even though but for a moment, my old relations to my Alma Mater. I have wished to take part with you in enjoying the new life, and the inspiring results of academic progress by which you are all to profit in this session. And so, as I stand on these heights, my own mind goes back to the days when, as a student, I first knew the University of California. I think of the differences between those days and these. While your minds are absorbed in enjoying the University as it is to-day, I am constantly setting the old times side by side in my mind with these. And I am here amongst you partly for the sake of feeling just that contrast and of thinking over its meaning. But because this contrast is, I think, full of lessons that you too will appreciate, and can apply in your own lives, I may venture to dwell for a moment, in this address, upon what memory brings before me even while I see you taking part in the hopeful life of the new days.

When I entered the University of California as a Freshman in 1871, we were still in Oakland, in the plain and homely buildings of the College of California. We were few. Our resources were narrow. Our future, and that of the institution, were for us full of hope, but also of dark problems, some of which have now been solved. The California of the golden days had early planned its State University. Even in the Constitutional Convention of 1849

the possible future of the University had been discussed. Years of toil had prepared the way for its beginning. At the time when I came to know it as a student, it was already vigorously alive with strenuous endeavor. But how narrow were its resources compared with those that now surround you! I remember well the little library, hidden away in the top story of the old Brayton Hall in Oakland—ill accessible, almost wholly uncatalogued, hastily ordered. And yet what wonders that little library already contained! One of my teachers early told me that, if I chose, I could make that library more useful for my progress as a student than my class-room work ever could become. I was impressed by the advice. I tried to follow it. As a result, I spent in the ill lighted alcoves of that garret in Brayton Hall some of the most inspiring hours of my life. There are books still on the shelves of our University Library here which I can look upon as amongst the dearest friends of my youth. Under the influence of my teacher's counsel, I sought for these books, I found them, and I found in them what I shall never forget while I have any power to study left in me.

Our lecture-rooms in Oakland were also few, small, and inconvenient. Yet there were indeed teachers amongst us. There was already, for instance, Joseph LeConte. To look forward as a freshman to the coming of his lectures, which began in the sophomore year, was to await a wisdom and an enlightenment for which the reports of upper classmen prepared us from the first. To begin work with him was to begin something like the escape of the men of the cave, in the story in Plato's Republic, from their world of shadows. The knowledge of the light grew steadily stronger, the familiarity with the true world outside the cave grew steadily more constant day by day, during all the three years in which he discoursed to us. Those three years were an invaluable training in calm thinking, in serious inquiry, in liberality of spirit, in an assurance both that the truth makes free, and that the freedom of the spirit is

nevertheless and earnest and a grave privilege, to be earned only through careful work. Professor LeConte was, I suppose, the most many-sided of our early teachers of those days. But he was not alone in his power to inspire and to discipline. There were others, too, whom we shall never forget. Narrow, indeed, were the material conditions of our work. But great and beautiful was the world of learning to which we were privileged, even by means of these defective material conditions, and by the aid of the teachers who guided us, to win our first introduction.

In 1873 we came to this place. Two halls only, the oldest on these grounds, were at first the dwelling place of the entire University. We came into them while they were still hardly finished. Their interiors were much less elaborate than they are now. The library was transferred, for the time, to the rooms in the Agricultural Building where now the administrative offices of the University are to be found. Our lecture-rooms and laboratories were now larger than they had been in Oakland. Our outlook from these heights added by its associations very greatly to our sense of the ideal beauty of the inner realm of scholarship. President Gilman, who had come to us in 1872, was with us. From him, in lectures, we heard something of the ideals of the great new academic movement that was then beginning in our country,—a movement in which, in another place, he was later to take so prominent a part. As for our student-life, it was very simple, and crude indeed it would seem to the sophisticated youth of to-day. Our classes were still small. My own class had entered in 1871 about eighty strong. Only about twenty-five of us graduated in 1875. Our general university meetings filled, in those days, a room that to-day would not suffice for any decidedly large lecture course. Before long, troubles, political and personal, arose in the path of our academic progress—troubles that were to cloud for years the relations of the University to the general public, as well as the internal life of our academic body. Long and dreary was the road that the

friends of academic progress in this place had thereafter to travel, before the peace, the enthusiasm, the material prosperity, and the spiritual freedom of these present days could be attained. Bitter were the sacrifices of many servants of the University,—sacrifices needed in order that you and others should to-day enjoy the fruits.

But now when I thus recall all these things, I am unable to think of them merely as incidents of the life of this University alone. My own fortunes have called me, since my student days, and after a brief period as a young instructor here, to take part in academic work elsewhere. I have lived altogether outside of California for the whole of the last twenty years, and I have had occasion to know something of the university movement in more than one part of the country for more than twenty-five years. And therefore I think now, inevitably, of the early history of this University as an organic part of this whole academic movement in America. As I look back in memory upon our narrow beginning in this University, as I knew it in my student days, and then as I look about upon the resources that you to-day are privileged during this Summer Session to use and to enjoy, I see evidences of a process that has been going on in various degrees in all portions of our country. I wonder how much you are aware of what that process has cost its principal initiators and supporters in sacrifices, in fidelity, in patience, and in skill. And by the principal initiators and supporters of this academic movement, I mean especially the great administrators,—men like President Gilman and President Eliot, who have made this movement possible, who have taught the public what it meant, and who have shown how its undertakings could be organized. I mean also the public-spirited men who in our various communities have stood by their universities in the legislature, and in other positions of prominence and influence. I mean the benefactors, to whom the cause of education in our land has owed so much. I mean, too, the great body of teachers in all parts of this country,—a body

which, as a humble co-worker, I have been privileged to know in more than one place. No other country can show, during the last quarter of a century, so much progress in academic coöperation, in the love of sound learning, in the encouragement of research, and in the opening of new opportunities to aspiring students. The academic movement in America is the most encouraging and the most wholesome of all the expressions of our national life during the period to which I refer.

But I said that the contrast between the old university life, as it was more than a quarter of a century ago, and the new life of to-day, is full of lessons that you can appreciate and apply. Let me suggest at once some of these lessons.

The first of them is the lesson of the great responsibility that rests upon the students of to-day to make adequate use of the resources with which the labors of the recent past have now provided them. You all take as a matter of course the lavish equipments for work, the attractive opportunities for study, with which the University now provides you. Yet many of those equipments and opportunities were until recently unknown anywhere in our country. You enter here into a broad world of aids to your advancement in sound learning. Remember how narrow was the world in which, but recently, we who preceded you had to move. I often envy my own sons, I envy all the young pupils of to-day, the opportunity to gain the liberal education which the modern university offers. I myself had no such opportunities. For when I was a student, short as seems to me the time that has since elapsed, the modern university, taken in the present sense of that word, did not exist. I have often said to my eldest son, as he went through college: "I wish that I, like you, could be instructed as the university to-day instructs. You can attend classes at Harvard. I cannot. I can only try to teach, and feel daily how ill I was prepared for teaching such youth as the education of to-day seems to have pro-

dued." Well, precisely so, I say now to you: From the narrow field of my own personal work, from the little corner where I am privileged haltingly to try to teach a few things, I look out upon the great world of learning and of instruction in which you are privileged to make your free choices, and I envy you. But I also remember that to you, even in this short summer course, much is given, namely all that, in the time at your disposal, a modern university can offer to you. And therefore from you much, in proportion to the time spent, shall be required. Your responsibility to make good use of the great opportunities of to-day is grave. If we who were students in the former times seem to you one-sided or ill equipped, remember how poor were our early opportunities. If the students of to-day deal justly with their opportunities, I often look forward with wonder and delight to the splendid generation of combined athletes, scholars, and investigators that the next quarter of a century will behold. Are you taking due care to become worthy members of that coming generation? I assure you, you will have no easy task to do justice to the chances that the time has opened before you.

The second lesson of the past for you lies in the proof which it affords that, in our country, the highest educational ideals are in thorough accord with the practical spirit of our people. Whoever amongst you loves sound learning, and has ability to win it, need not fear lest the world may cut off his opportunities to make use of his learning in his life's task. At the time when I first studied here it seemed as if higher learning must be a very unpractical thing. What could lead the public of this State to take serious and permanent interest in the recondite studies of the little university that had found its lonely home at the foot of Grizzly Peak? What could lead the great practical American nation to devote its wealth and its energies, so much needed in more material enterprises, to realizing the ideals of our greater college presidents, of our educational dreamers, of our scientific theorists, of our isolated men of

books? Well, to-day, you know with what hearty interest the public of California supports its State University. You know how the nation has already felt the transforming power of the academic movement. You know how many of the dreams of our educational idealists have come true. And you know that this has come to pass, not because our State or our nation has grown vaguely theoretical and dreamy in its life, but because our public has learned how near scientific theory is to technical advancement in the industrial arts, how practical the applications of sound learning are, how useful to the commonwealth are men of highly trained minds. And so, I say to you, in the world of to-day you cannot be too learned to win practical success, if only you so learn that from the beginning you not merely acquire, but express your learning in your life. Nobody has a better chance of worldly success than the highly trained man or woman whose wits are not only sound, but disposed to take form in fitting deeds. Our public will never feel surfeited with any overwealth of those who know. Our public will never cease to support the institutions that supply it with wise servants, with scholarly co-workers, with men of light and effectiveness. Nor will this public be slow to find opportunities for such scholars to earn their living, and to win influence in their communities. Let the rapid growth of the University from small beginnings, let the rapid increase of the influence of her alumni in their community, let the careers of numerous scholars who in late years have found public recognition for specialties and for researches that were, but a few years since, wholly unknown in our country,—let all these things convince you that if your scholarly spirit is sincere, and your ability genuine, you may pursue fearlessly whatever department of inquiry you find to be at once intrinsically significant and to you thoroughly fascinating. The world will find a place for you to serve it by your learning whenever you have proved your power to serve through your fidelity to the cause of the truth that you love, and through

your readiness to make that truth of service. Do not first ask, "In what market can I sell my wares as a scholar?" Rather ask, "How can I win the pearl of great price?" When you have the pearl, you will indeed thenceforth not part with it. But the world will be ready to buy what you will then have to sell. Pursue sound knowledge for its own sake, not forgetting indeed its applications to life, but also not worrying about its practical usefulness. It will show itself useful whenever it has entered into your life, so that it automatically and inevitably runs out of your motor organs in the form of effective expression.

In the older expositions of educational ideals much was said about the contrast between studies that tended to culture, and studies that fitted for practical life. I think that our whole modern academic movement has tended to break down that old barrier between the two sorts of studies. Professor Joseph LeConte, of whom I have spoken, was himself, of old, a partisan of this very separation between culture studies and professional or practical studies. Yet his own life work, his whole harmonious personality, in which theory and practice were so beautifully joined, his influence for years in this University,—all these things, I say, tended to show that such a contrast did not exist in his own training. A man of exquisite general cultivation, he carried that cultivation into every region of his life as a scientific thinker. But he also showed that his cultivation was itself an expression of the clearness of his thought and the breadth of his learning as a man of special science. The whole lesson of his beautiful career was: Know well what you can know, what you love to know, what charms you, and live in accordance with your knowledge. Therein you will at once find your highest culture, and the means of becoming effectively practical. The modern university has become a power in the state by following more and more just this ideal. Its technical departments have contributed to the culture of the public. Its theoretical researches have led to practical applications. The mere

opposition between technical studies and those sorts of learning which tend to increased cultivation grows constantly less important in modern education. The harmonious coöperation between the studies that in the past expressed the two opposing spirits has grown more and more marked. In the modern university technical study tends to grow more and more a sort of study that is pursued in the spirit of true culture. On the other hand, theoretical branches of study, however abstruse, tend more and more to show themselves capable of practical application to the business of life. Fear not, then, to pursue ardently your specialty. If it be a genuinely significant one, life has a place for it.

But the third lesson which this retrospect may suggest to you is derived not so much from thoughts about the new University as from memories of what the old University, in all the narrowness and in all the crudity of its material conditions, already accomplished. Good work is most of all dependent not upon the wealth of the opportunities that are externally furnished to you, but upon yourselves. No summer school can pour knowledge into you. You are to be in some sense the creators of all the ideas that you can ever come to share. The older University accomplished what it did accomplish because its students were inspired to see for themselves, and to create their own world of learning. And so I say to you, beware of being merely receptive minds. Begin at once to be creative minds,—in Carlyle's words, "were it but the pitifullest infinitesimal fraction of a product" that you are privileged to create as you study, "produce it in God's name." There are students who trust to lecturers and to libraries, and who assume in their presence the merely receptive attitude. But a lecturer teaches you when he sets you lecturing in your own heart, by arousing you to say something for yourself,—to say it to a comrade, or in a class-discussion, or in the form of something that you write down in default of a hearer. Or

again, a lecturer teaches you when he sets you looking at the facts of nature, which you then see, not as he saw them, but as your own eyes show them. Unless such influences get expressed in your deeds, your lecturer speaks in vain; he is then for you a sounding brass and a tinkling cymbal. And, *mutatis mutandis*, similar considerations hold in regard to a library. A library helps you when great events occur within your own mind, and through your own deeds, when you use that library.

I recall an incident, utterly trivial and commonplace in itself, but valuable perhaps as a reminder,—an incident which may illustrate the well-known truth of the vanity of mere lecturing when addressed to the passively receptive mind. I lectured once to a certain large teachers' institute. The hearers of that discourse thereupon went about their business, as hearers must do, and I myself went away, well pleased, to utter yet other discourses in divers places. Some two or three years later, after some educational meeting which I attended, a very kindly gentleman, of a prosperous and optimistic aspect, approached me, and, introducing himself to me, said, most benevolently: "Ah, Professor, I want to thank you personally for that lecture which you read before our institute at ——" (mentioning the place and the occasion aforesaid). "That lecture," continued my genial friend, "was of great interest and service to me." Now these agreeable words beguiled me. I recalled the occasion in question with pleasure. But alas! memory left me at the moment a little in the dark as to certain details of this occasion. Moreover, the necessary discretion was taken away from me by my evil genius and by the hearty manner and the smile of my friend. Incautiously,—yes, absurdly—I responded by saying: "I remember the Teachers' Institute at —— very well. But—do you know, sir, I read various papers, some of them repeatedly, at various places. It is hard to be sure now just what the topic was which I read to your Institute that day. What was my paper about that time?" The smile of my optim-

istic friend grew broader and more kindly still as he responded: "Well, now, since you ask, I must confess that I can't remember what the topic was. But the paper,—well, it was of great interest and service to me." And this, as you see, was the fruit of that day's work at the institute, so far as this hearer was concerned. He recalled a pleasant sensation. I did the same. Of the words spoken that day nothing beside remained in our memories. Nor do I wonder or complain at the fact. I regret only that when my friend first spoke to me he did not even know that he had forgotten. So little had the whole occasion meant. And now, my fellow-students who may be attending lectures at this Session, remember, I pray you, the lesson of this little tale. It is a perfectly commonplace and human lesson. Unless you assume other than a merely receptive attitude, your studies at this school will in a few years mean to you what that lecture of mine meant for my friend,—so much and no more. If you wish to win a permanent result from your work here, toil as we students of the seventies had to in the lecture-rooms and alcoves of the old lecture-rooms of Brayton Hall and of the College of California in Oakland. Prize your opportunities, but do not let them deceive you. Work as strenuously as if the opportunities were as narrow as they were in the old days. Remember, all the opportunities at the best are external. But the true kingdom of learning, like the kingdom of heaven, is within you.

The three watch-words of the student at the Summer Session should be: (1) in the choice of work, Concentration, so that all study should be directed to one chosen end; (2) in the pursuit of learning, Strenuousness, so that much may be accomplished in little time; (3) in the method of study, Personal Reaction, rather than mere receptivity, so that you come not so much to hear as to do, and to win independence.

**UNIVERSITY RECORD.**

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By VICTOR HENDERSON.

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Mr. Arthur Rodgers, '74, a Regent of the University since 1883, died June 24, in Auburn. He was one of the most loyal and devoted of the alumni, and one of the most active for good of all who have served the University as Regents. His loss will be deeply felt. The next number of the *CHRONICLE* will contain some account of his life.

Mr. Louis Sloss, Treasurer of the Regents since 1885, died June 4. For many years his most painstaking and unremitting care had been devoted to the financial interests of the University. His long service was unselfish devotion to a public cause.

**DEGREES AND ENROLLMENT.**

On Commencement Day 295 bachelor's degrees were conferred, as compared with 265 for 1900-01, 206 for the calendar year 1899, 173 for 1897, and 109 for 1895. The higher degrees numbered twenty-three, an increase of six over the preceding year, and the professional degrees 135, a decrease of twenty-one. The total number of degrees conferred, 456, exceeded by sixteen the sum for 1900-01.

Including all departments, the registration for 1901-02 reached a total of 3980. Of undergraduates there were 1222 men and 1026 women, or 2248 in all; of graduate students, 118 men and 112 women, or 230 in all; of dairy course students, 37; of summer session students, 347 men and 452 women, or 799 in all; of professional students, 677,

distributed as follows: Medical—men 131, women 19, total 150; Law—men 101, women 5, total 106; Dental—men 133, women 3, total 136; Pharmacy—men 70, women 17, total 87; Post-Graduate Medical Department—men 12; Mark Hopkins Institute of Art—men 82, women 104, total 186. The professional students to-day are just two and a fourth times as numerous as twelve years ago, while the students in Berkeley, even leaving out of account the nine-weeks dairy course and the summer session, have multiplied sixfold.

#### MILLS ENDOWMENT.

Mr. D. O. Mills at Commencement presented to the University fifty thousand dollars for the further endowment of the Department of Philosophy. His cheque for the amount was enclosed with the following letter to the Regents:

MILLS BUILDING, SAN FRANCISCO, April 26, 1902.

*To the Board of Regents of the University of California:*

*Gentlemen:*—Nearly twenty-one years have elapsed since the founding in the University of the chair known, through your courteous action, as the Mills Professorship of Intellectual and Moral Philosophy and Civil Polity. By your wise administration of the fund which I was able to offer you for the support of the chair and its objects, the fund has itself been increased, and supplemented by judicious subsidies from your other resources, has become the basis for the present large and successful Department of Philosophy.

Gratified at this result, and aware of the constantly increasing need of a greater income for the objects of the Department, I take pleasure in offering to your Board, as an addition to the present fund of \$100,000, the income of which is devoted to this purpose, the sum of fifty thousand dollars (\$50,000), for which I enclose my cheque.

To this increase of the original foundation I attach no other condition than that imposed upon the original trust in my letter addressed to your Board under date of July 7, 1881, to which I here beg to refer.

I will only add, that, as the present offer is intended to be a real increase of the total resources now applied to the support of the Department of Philosophy, I assume that the annual allowances made from the general fund of your Board in furtherance of the objects of the Department will continue undiminished. Further, I indulge the

hope that your Board will second my addition to the original foundation by such increased allowances from your general fund as will ensure the continued growth and improvement of the Department, and a remuneration that will retain the high quality of professional service required in its staff of instruction.

Continuing to believe that the vigorous maintenance of such a Department is among the most important public objects of the University, especially one controlled and supported by the State,

I remain, gentlemen,

Very respectfully and cordially yours,

D. O. MILLS.

#### THE BARBARA WEINSTOCK LECTURESHIP.

Mr. H. Weinstock of Sacramento has presented to the University five thousand dollars for the endowment of the Barbara Weinstock Lectureship on the Morals of Trade. The appointment of the Weinstock Lecturer must be made not less than six months before the lecture is delivered. The endowment will provide for the expenses of an annual lecture, and for its publication and distribution. The choice of the Weinstock Lecturer is not restricted to any especial profession or vocation. He may be either a professional or a business man, and he may be a professor of the University, but in that case the lecture must not be delivered as a part of the speaker's usual routine of instruction.

#### PHYSIOLOGICAL LABORATORY.

Dr. M. Herzstein of San Francisco has offered to provide eight thousand dollars for the equipment of a physiological laboratory and the formation of a nucleus of a physiological library for the Department of Medicine.

"The University should certainly have a chair in physiology," said Dr. Herzstein in the letter of May 13 in which he announced his gift. "As the Pacific States are so widely separated from the great centers of learning in the East, students in the Pacific Coast states should feel that a thorough practical knowledge of every branch of science can be obtained at our University."

## FUND FOR THE LIBRARY.

A number of gifts to the Library were announced by the President at Commencement, among them Mr. Claus Spreckels's gift of \$11,167.82, for the purchase of books on political science, finance, and history; Mrs. Hearst's gift of \$5000 to buy books as a nucleus for an architectural library; and Mrs. Jane K. Sather's gift of 2130 volumes, costing approximately \$3250, for the law library. Mrs. Sather's latest gift, in connection with the legal works already purchased from general University funds or from the income of the endowment of the Sather Law Library, provides a good working law library.

Mrs. LeConte has presented to the University the library of Professor Joseph LeConte, together with the invaluable index rerum which records his life-long scientific studies.

Mr. James K. Moffitt of the class of '86 has again this year, in accordance with his annual custom, presented \$300 to the University for the purchase of books in philosophy, history and literature.

The President has received from an alumnus of the class of 1900 a letter which is in part as follows:

"In accordance with a plan formed by me a year ago, I am enclosing herewith ten dollars to be used for the purchase of books for the Library. I hope to be able to make my offering next year materially larger, but send the present amount as an expression of thanks to the University and to you personally for what you have meant to me both during my time in college and since my graduation."

The class of 1902 has presented to the University \$125, as the nucleus of a 1902 Library Fund.

## OTHER GIFTS.

Mr. James Moffitt again this year, as last, offered a prize of \$200 to the team winning the annual Stanford-California debate. The contest was won this year by the University of California representatives.

Mr. Herman Hollerith, of Washington, and the Tabulating Machine Company have lent to the University for the use of the students of statistics an electrical tabulating machine, of which Mr. Hollerith is the inventor. This machine has obviated to a large extent the drudgery connected with elaborate statistical investigation.

Mr. George W. Bauer, '97, has presented funds, to be expended through the Mim Kaph Mim Society, for the purchase of a hundred or more books for the library of the Department of Chemistry.

Professor Jacob Voorsanger has placed in the hands of President Wheeler five hundred dollars as the annual contribution of the ladies of the Congregation Emanu-El for the support of the Emanu-El Fellowship in Semitic Languages. The ladies of the congregation are raising an endowment fund to provide for the permanent support of the fellowship.

The trustees of the Loan Fund of the Class of '86, having completed the enterprise undertaken some years ago of raising a loan fund of two thousand dollars, have transferred the custody of the fund to the Regents. Its total amount, including outstanding student loans, is now \$2704.20.

#### THE PREHISTORIC EGYPTIANS.

That the prehistoric Egyptians were the same in race as the Egyptians under the dynastic kings, and not, as commonly hitherto asserted, distinct, is believed to have been demonstrated by discoveries made within the past few months by the Egyptian Expedition of the University of California.

On excavating a cemetery discovered in January, Dr. Reisner found that a lucky chance had led this prehistoric people to bury in a salty bit of ground, and that the bodies were mummified by the soil. Several bodies were found in an almost perfect state of preservation, and examples were unearthed besides of all the delicate external and internal

human organs. It is hoped that it may be found possible to transport one of these bodies to California intact. For the most part, however, this extremely important material is so fragile that it has been necessary to have it examined on the spot by a medical expert.

The University was so fortunate as to obtain the assistance of Dr. Grafton Elliot-Smith of Cambridge, Professor in the Khedivial School of Medicine, a thoroughly trained anatomist. Dr. Elliot-Smith was granted a two-months leave of absence by the Khedivial Government in order to work up the material. His account of the results, which are most conclusive in their character, will be published by the University in one of the volumes of its Egyptological Series descriptive of the researches on Naga ed Der.

The University will present to the Egyptian Government a representative collection of skeletons to be displayed at the great Medical Congress which is to be held next winter in Cairo.

#### DISCOVERIES AT GIRGA.

During March and April Dr. Reisner's native diggers, to the number of some 150, were at work on the kan or mound, on three cemeteries, and on an ancient village near Girga. Inside the mound were found well-built heavy brick walls like those of a temple or other important building, and in the ruins were bronze axes and spear heads, chess-men, hieratic and Coptic ostraca, a collection of very interesting sham offerings, and a number of other antiquities of the time of the eighteenth dynasty.

At Girga also Dr. Reisner dug out some twenty houses of the eighteenth dynasty, the plans of which will make an interesting publication. In some of the houses were found the bases of pillars, and gaily painted walls. Of the wall paintings, a number of pieces large enough for museum specimens will be transported to California. In the houses were found a number of bronze needles, leather thongs, doll babies, etc.

In one of the three Girga cemeteries Dr. Reisner found three groups of figures of household servants carrying water, making bread, laying bricks, keeping flies off food, and cooking,—in all ten figures. This discovery was of peculiar interest from the fact that it was the first time for fifteen or twenty years that such things had been found in position by Europeans.

In the funerary chamber around the coffin of a man of the fifth dynasty were found nineteen wooden statuettes, characterized by fine modeling, bright colors and harmonious proportions. They represented the dead man, his wife and his sons and daughters. The men were red-skinned, the woman and girls yellow. The statuettes of the grown people averaged about forty-five centimeters in height, the children being proportionally smaller. In the coffin was a long linen shawl, with the fringe folded and laid upon the mummy.

Near by in an empty pit were found seven big bags of woven cords, containing straw. They were exactly like the bags used in the fourth dynasty for carrying grain, and frequently represented on the reliefs of the period. In a deep shaft hard by were fragments of houses, games, statuettes, a painted coffin, and a number of other articles, and opening from the bottom of the shaft a chamber of the sixth dynasty whose walls were covered with paintings of offerings.

Among other antiquities found at Girga were a coffin containing the mummy of a girl of the sixth dynasty, at her feet a delicate wooden box containing a beautifully preserved net for the hair; two ships of the dead of the sixth dynasty, fully manned, with a captain and six rowers, a helmsman, a coffin, a reading priest, and a wailing woman, and in the same niche in a rock tomb a smaller wooden statuette of the dead man; a bundle of linen garments of the fourth dynasty; a very full collection of early eighteenth dynasty pottery, comprising more than 400 pieces; twenty-five small pots of alabaster and blue marble; half a dozen

bronze knives and razors; thirty scarabs; a girdle of three strands of beads,—white, black, and green; a four-legged toilet box containing a stone pot; an alabaster pot, closed with mud, bearing a seal impression; an alabaster kohl pot; a rattle of baked clay, in a little girl's grave, and a necklace of small gold circular beads.

#### ETRUSCAN COLLECTIONS.

A highly significant collection of Etrusean antiquities has recently been gathered in Italy by Professor Alfred Emerson. For the most part the collection consists of purchases from the remarkable discoveries made by Mr. Mancinelli at Statonia and Saturnia. A group of the contents of roughly dated sepulchres of various periods admirably illustrates technical and chronological development. Complete field notes in regard to the collection are furnished by Mr. Mancinelli.

At Savana Professor Emerson bought the contents of a number of Etrusean tombs, two of which were opened in his presence.

On a recent journey in Tuscany Professor Emerson collected a number of palaeolithic and neolithic implements, and early bronzes, some historical bronze and iron weapons, several coins of the libral *as* series, both Roman and Etruscan, and a reclining figure of a man, of half life size, on a sarcophagus lid, which Professor Emerson describes as "of remarkable ugliness."

#### PRIMITIVE MAN.

The question of the antiquity of man in California is now receiving diligent study from the Department of Anthropology of the University. Since May Mr. W. J. Sinclair has been engaged in field investigations of the gold-bearing gravels of Tuolumne and Calaveras counties. He has visited the principal exposures, including the localities mentioned by Whitney, Becker, Wright, and Holmes. As soon as their depths begin to dry out well,

Mr. Sinclair will begin the careful exploration of all the larger caves in the region.

There are already in the University Museum a number of relics of early man which were declared by their discoverers to have been found in the auriferous gravels. No scientist has yet, however, found such objects *in situ*, and evidence such as this alone can be accepted as proof of the assertion that man existed in California at a period earlier than it has been proved that he existed anywhere else in the world.

Dr. Max Uhle is preparing for publication a report on the excavations made at Shell Mound by Professor Merriam and himself. The age of the mound is indicated by the fact that although its summit rises twenty-nine feet above the surrounding alluvial plain, its original base is three feet underground, and about two feet below the level of the sea at high tide. The sinking of the ground is believed to have been a very slow process. The mound, says Dr. Uhle, was undoubtedly begun on low ground, the immediate proximity of a creek being one of the principal reasons for the selection of the spot.

Excavation was in progress from February to the middle of May. Some 600 specimens were obtained, half being objects of bone, the others mostly of stone. Ten skeletons were discovered in lower layers of the mound. Burial methods had changed by the time the upper layers had been piled up. In the higher layers were unmistakable signs of the custom of burning the dead. The interior of the mound is visibly stratified in many places by distinct layers of shells, fishes, and charcoal. There were undoubted signs of differences of civilization among inhabitants of the mound at various periods. Fragments of mortars and pestles were found down to the lowest layer, but in other respects ground objects of stone were with almost no exceptions found only in the upper layers of the mound. Well shaped bone awls were found in the higher layers. A curious increase in number of implements of bone of finer

workmanship, not represented in the upper layers, was visible in the lowest layers. This signified a different use of the natural resources of the region at different periods. The fauna represented by the remarkable number of bones found during the excavation corresponded to that of the present environment of the bay, except that it included the beaver, elk, bear, otter, and numerous other large mammals long since vanished from this part of California.

#### THE TOLOWA INDIANS.

Mr. Pliny E. Goddard in April visited the Tolowa Indians of Del Norte County, a tribe of the Athapascan stock concerning which no scientific records have hitherto been made. This tribe, unfavorably set between the white man and the deep sea, is greatly reduced and scattered. Mr. Goddard secured fairly abundant linguistic material which will be of great value for comparison with other Athapascan dialects. He recorded a number of myths, some of which were cosmic and of high interest. Notes of the prevailing manner of life were made, and a number of articles gathered for the museum. On a subsequent visit Mr. Goddard expects to obtain other texts and linguistic material.

Mr. Goddard has recently made a number of records on the Rousselot apparatus of the sounds of the Hupa language. He has been assisted by a Hupa woman in putting into final form a number of Hupa texts.

Dr. A. L. Kroeber is engaged in researches among the Indian tribes in Monterey and Santa Barbara counties.

Three new courses will be offered by members of the Department of Anthropology during the coming half-year. Professor J. C. Merriam will lecture on "The Geological History of Man," Dr. A. L. Kroeber on "North American Ethnology," and Instructor Pliny E. Goddard on "The Tribes of Northwestern California." It is Mrs. Hearst's generosity that makes possible the University's present anthropological work.

## HISTORY AND ECONOMICS.

The coming of H. Morse Stephens, as Professor of History, and of Adolph C. Miller, '87, as Professor of Political Economy, will mean expansion for the work in history and in economics.

Professor Stephens will offer a course of three lectures a week throughout the year, primarily for freshmen, on "The History of England," and a course of three hours a week throughout the year on "The History of English Expansion." In 1903-04 Professor Stephens will conduct a graduate seminary in "The History of the English Administration in India." During the coming year he will devote a large share of his time to the organization of the Department of University Extension, of which he is the head, and to the delivery himself of courses of extension lectures in various parts of California.

Hiram Van Kirk, Ph.D., who has been appointed Lecturer in History, will offer a course throughout the year in early Hebrew history.

Professor Miller's work in economics will include a three-hour course throughout the year on "Modern Industrialism"—a descriptive account of the development of the industries and commerce of Europe and America since the middle of the eighteenth century; and courses in "Money and Banking," "The Financial History of the United States," "The History of Economics," and "Unsettled Problems of Economic Theory."

Dr. Ernest Carroll Moore will offer a course in "Methods of Modern Charities and Corrections," the first term being devoted to theoretical study, and the second to investigations and field work, to be done in part in connection with the Associated Charities of San Francisco and Oakland.

## INSTRUCTION IN LAW.

Students may now complete in the Department of Jurisprudence the entire course ordinarily pursued as preparation for practice of the law. The staff of lecturers in

law will be increased. During the coming year new courses will be offered in "The Law of Corporations," in "The Law of Trusts," and in "Code Pleading and Practice." For these courses, as for most of the courses in the Department of Jurisprudence, graduate standing will be a prerequisite.

#### PHILOLOGICAL DEPARTMENTS.

With the coming of Assistant Professor James A. Winans from Cornell University, instruction will be organized in Public Speaking. Professor Winans will offer an introductory course in elocution, including a study of its principles and methods, exercises in enunciation and expression, the analysis and delivery of extracts from prose and verse, and of short original speeches, and individual instruction by appointment. This course will be required of prospective teachers unless they pass the examination set by the instructor. Professor Winans will also offer courses in "The Delivery of Speeches"—limited to twelve specially qualified Juniors and Seniors—and in "The History of Oratory," and a course for prospective teachers—limited to eight students. Professor Winans will also coöperate with Professor Gayley and Mr. Flaherty in their courses in debating.

Professor Chauncey Wetmore Wells announces a new course in rapid writing, requiring the preparation of a daily theme. Professor Gayley's graduate seminary will be engaged in the study of certain periods in the history of English Comedy.

In the German Department, Professor Schilling will offer new courses in "The Faust Legend and Goethe's Faust," and in "The Historical Grammar of the German Language: Middle High German and Modern German." A new departure will be a "double course" in elementary German, of five hours a week throughout the year, for beginners who wish to make rapid progress in the study of the language.

Two new instructors will join the staff of the German Department—Mr. Ludwig J. Demeter and Mr. Clarence Paschall. Both have received the degree of M. A. from Harvard University, and each has been an instructor in Tufts College, and an instructor in German in Harvard University.

Mr. Marius J. Spinello, A. B., Yale '96, has been appointed Assistant in Italian. Mr. Spinello began his work with the Summer Session.

Dr. Max Margolis will offer new courses in "Coptic" and in "Fundamental Problems of Linguistics." Dr. Noyes will offer work in elementary and advanced Russian, in Russian poetry, and in the history of Bohemian literature, the latter course having as a prerequisite a good reading knowledge of Bohemian.

#### NEW SCIENTIFIC COURSES.

Among new scientific courses to be offered are lectures and laboratory work, conducted by Dr. Burgess, in "Energetics" and in "Heat Measurements"; "The Measurement and Reduction of Astronomical Photographs; Spectrogrammes," Dr. Townley; "Physical Chemistry," "Chemical Technology," Professor O'Neill; and "Microchemical Analysis," Professor Rising; "The Problems of Regeneration," Mr. Torrey; and "The Nervous System," Dr. Baneroft.

Among the new courses offered in the College of Agriculture will be "The Chemistry of Fruits," Mr. Colby; "Sugar House Control," "Beet Sugar Technology," and "The Chemistry of Dairying," Professor Shaw; and "Veterinary Sanitary Science," Dr. Ward.

A four-year course in sugar technology has been arranged by the departments of Agriculture, Chemistry, and Mechanical Engineering.

Mr. Arnold V. Stubenrauch, '94, who was for several years a member of the Agricultural Department of the University, will return after an absence of two years, the

first of which was spent in graduate study at Cornell under Professor Liberty Hyde Bailey, and the second at the University of Illinois as instructor in horticulture. Mr. Stubenrauch is to be Assistant in Horticulture.

Mr. Leroy Anderson, for the past two years instructor in Dairy Husbandry, has just been promoted to an Assistant Professorship in the University. He has also been appointed Director of the new State Polytechnic School at San Luis Obispo, and when the work of the school takes shape will undoubtedly be obliged to relinquish his University position. It is a good fortune that the University could supply the right man for this important post, and though Professor Anderson's withdrawal will be deeply regretted, California and California interests hold him still.

Mr. Loren E. Hunt and Mr. Albert E. Chandler have resigned their positions as Instructors in Civil Engineering. Mr. Hunt will devote his skill to the engineering work of the municipality of San Francisco, and Mr. Chandler will undertake important researches in the interest of the Office of Irrigation Investigations of the United States Department of Agriculture, which is under the direction of Elwood Mead, Professor of Irrigation in the University.

Mr. Charles Howard Shinn, Inspector of Agricultural Experiment Stations, has resigned to devote his time to forestry and to literary work.

#### SUMMER SESSION.

The enrollment for the Summer Session of 1902 will exceed that for 1901, which was 799. On July 11 the registration reached a total of 805, or forty-nine more than on a corresponding date last year. These totals omit the enrollment at the Marine Biological Laboratory, which this year, as last, is at San Pedro. As the object of the laboratory is primarily research, and the facilities are limited, provision could be made only for students qualified to carry on individual work under direction. The hospitalities of the laboratory have been extended also to visiting

investigators. Professor C. A. Kofoid and Mr. H. B. Torrey were placed in charge. The session extends from June 26 to August 6.

The members of the Summer School of Surveying spent some weeks in camp near Monterey, engaging in practical studies of railroad, irrigation, map-making, and land survey work.

The Summer Session courses were given as announced, save that Professor Howison's health necessitated his withdrawal from the summer faculty.

At the opening University Meeting, on June 30, Professor Josiah Royce of Harvard spoke on his student days in Berkeley, from 1870 to 1875, and on the ideals of the University. His address will be found elsewhere in this number. President Wheeler spoke on fresh impressions of California derived from the journey to some twenty college and high school commencements in Southern California from which he had that morning returned. Dean Leon J. Richardson presided.

For the pleasure and profit of the summer students much was arranged by Dean Richardson in the way of lectures, art exhibits, tramps, athletics, and visits to points of interest in San Francisco.

#### UNIVERSITY LECTURES.

Monsieur Hugues LeRoux, lecturer for 1902 of the Cercle Français of Harvard University, gave six lectures, in French, at the University, on May 9, 10, 12, 13, 14, and 15, on "Le Roman Contemporain." His audiences greatly overtaxed the capacity of his lecture-room, a large number of persons coming from San Francisco and Oakland to hear his admirable characterization of current literary movements.

At the closing University meeting of the year, on April 25, the speakers, all students, wove their words about the one theme: "What can we do for the University?" Those who spoke were Monroe E. Deutsch, William A. Powell, Alexander Adler, Miss Grace Woods, J. Raymond

Carter, Roy Service, Frederick M. Allen, Miss Grace Barnett, Benjamin W. Reed, Fred F. Goodsell, Ralph Pierce, and Bruce Wright.

At the University meeting of April 11 the speakers were William W. Morrow, LL.D., Judge of the United States Circuit Court; Justice Thomas B. McFarland, of the California Supreme Court; and President George A. Gates, of Pomona College. The Columbia Park Boys' Club boy chorus sang delightfully under the direction of Mr. Peixotto.

Professor R. M. Wenley, of the University of Michigan, has accepted an invitation to deliver the annual address before the Philosophical Union of the University next August.

The Antigone of Sophocles was presented in the Harmon Gymnasium on May 10 by members of Stanford University, before the largest audience that saw this very remarkable production in any of its several presentations. The performance created a profound impression.

#### ASTRONOMICAL MATTERS.

Director W. W. Campbell of the Lick Observatory has received the high honor of election to membership in the National Academy of Sciences. Membership is restricted to one hundred. Of the ninety present members only three reside west of the Mississippi River—Professor Eugene W. Hilgard, Professor George Davidson, and Director Campbell. Dr. John Le Conte and Dr. Joseph Le Conte were both members.

The interesting fact that the Comet "Brooks" revolves about the sun in one-fourth the number of days required by any other known comet was discovered recently by Director Armin O. Leuschner of the Students' Observatory, and three of his students—Mr. Joel Stebbins, B. S., Fellow in Astronomy; Mr. R. H. Curtiss, B. S., Assistant in Astronomy; and Mr. C. A. G. Weymouth.

## EXECUTIVE COMMITTEE.

Professor George C. Edwards has been reappointed by the President as Faculty representative on the Executive Committee of the Associated Students, a position in which his long familiarity with student affairs has made him invaluable. Mr. James Kennedy Moffitt '86, one of the most loyal and devoted of the alumni of the University, has consented, at President Wheeler's request, to serve as alumni representative on the Executive Committee.

Mr. Frank Otis, A.B., '73, M.A., '76, has been elected President of the Alumni Association. His always keen and active interest in the University will here be of the highest service. He succeeds Librarian Charles S. Greene of Oakland, whose indefatigable efforts have resulted in an excellent beginning of the alumni movement for the raising of funds to erect an alumni building, which shall be the centre of the common social life of the faculty, students and alumni.

## COMMENCEMENT.

At the Commencement exercises, the speakers were President Wheeler, Miss Maria Helen Elizabeth Cooper, Mr. John Morton Eshleman, Mr. Monroe Emanuel Deutsch, Mr. James Milton Mannon, A.B. (Hastings College of the Law), and Mr. Frederick Henry Tebbe (Medical Department). The military commissions were conferred by Adjutant-General Stone of the National Guard, Mr. Newell Vanderbilt being commissioned colonel. The University medal was conferred on Mr. Bernard Alfred Etcherry.

The President announced new gifts to the University, of which an account is given above, amounting to some eighty thousand dollars. He paid a tribute to the memory of Professor Joseph Le Conte, Dr. Horatio Stebbins, long a Regent of the University, and Mr. William Hilton, of the Mining Department. His address to the graduating class was in part as follows:

## THE PRESIDENT'S ADDRESS.

Another college year has rolled around and embarkation day has come again. The galleys chafe at the quays; knots and bands of prospective colonists swarm the piers, more indeed than ever before on a sailing day. The last farewells are being said. There are tears and regrets at leaving, but withal much pleasant expectation for the voyage, much inclination to the risks of roaming, much curious wonder about the manners of the outer world, much golden hope for what the new land has to yield. The old folk of the mother city are gathered to give their last words of cheer, advice, and blessing. They have given to the emigrants freely of their household store,—so much, indeed, as each after his own skill and foresight, and the size of his receptacles, could select and stow. Some have planned and packed more carefully than others; there will be some, I fancy, who in the hurry of a late permit to sail have rolled a rather motley pack and gathering some stray tidbits at the last, have tied them to it with a cotton string.

Some have paid more heed in their preparations for some special craft and carry with them the special tools of their art and trade. Such will make themselves immediately of use, but they must look to it that they become no easy slaves to the rule of thumb and the ruts of routine. Some have collected their outfit more in reference to the common needs of life as life goes. Such may prove able to adapt their lives more flexibly to demands as they arise, and if they succeed to mastery in any field, display the larger power, but meantime they must run the sore risks of amateurism.

The various baggage as it lies there heaped upon the pier does indeed look motley enough, and various are its labels; as it looks too, on the books (or cards) of the recording baggage-master it is a motley list. For the time we may be inclined for convenience to identify the man by his baggage,—but that will pass away, for it is ultimately the man behind the baggage that counts. A little later, and we

shall identify the baggage by the man. We may classify the outgoing colonists today according to portmanteau, hamper, and pack; we shall classify the settlers a few years hence according to personal health,—of body, mind, and morals,—according to personal will, the power to do; according to personal character, the power to be.

In olden time it was the wont when bands of men went out to seek new homes and larger fortunes in a wider Hellas that they should take with them of the sacred fire from the altar of the mother city, wherewith to light new altars and new hearths; and these who stand here now waiting for the ships that bear them into life to loose their cables and spread their sails bear with them, each of them, I would believe, whatever else they take, and however diversely they may have chosen, coals of the common fire that burns upon the college altar. Whether they have labored here for technical mastery of one of the crafts, arts, or professions of life, or have studied to identify the facts of nature and set them in order by natural laws, or the facts of human experience in history and set them in order by social laws, or have studied to know and interpret by sympathy the movements of the human soul as expressed in literature and the other arts, whatever the curricula, the courses, the subjects they have followed, there runs through all the golden thread of the university spirit:—the inspiration to love the true and hate the false, the bent to seek after the real and push aside the assumed, the yearning to see the real in its place with the whole, to lift it into the transfiguration vision of the ideal. These three unite to be the very ardor and life of the fire that burns on the altar-hearth of the university. Many subjects, many degrees; one fire, one spirit, one life.

Members of the graduating class, candidates for all the degrees: We send you out today into life. You go as our children, our own and well-beloved. Whatever shall befall you in your voyaging, whether of loss or of success, will have befallen us as well. In your misfortune or failures we shall suffer pain; in your prosperity and in your triumphs we

shall rejoice. You go as our products, our surest evidences, proofs, and vouchers. You are to be living documents, known and read of all men. Concerning the University of California, its spirit and its work, men will judge by what you do and what you *are*.

Between university and life no fixed barrier exists. Education if it is genuine is not mere preparation for life; it is the intensive practice of life itself. What you have been in your attitude toward life and duty here, you are likely to be in the outer life. If you have been faithful to obligations here, you can be trusted to do your duty there. If you have sought to gain credit here for work you have not done, you carry with you a bent, it may be a habit, that will lead you toward the deception of your employers there. If you have played fair here, you will be just and generous there. If you have been cheery, genial, sympathetic here, you will bring sunshine wherever you go, will love and be beloved. A university cannot, to be sure, *make* character, but it can shape it, and the world has, therefore, fair right to judge us by you; surely it will do so.

What then does the university expect of you? What does she ask of you? She asks that you embody in your lives the spirit of her life. So far as you have been trained by methods we call scientific, it has been that you might know and value the real and abjure the assumed and visionary. So far as you have been trained by methods we call humanistic, it has been that you might know and follow ideals. Both methods have been present in all teaching of all subjects. In some one predominates, in some the other, but they cannot ever be utterly sundered one from the other. An education that does not make a man or woman more objective in mental habit is mistaken; an education that does not inspire with ideals is hopeless and vain.

I speak the voice of the University, therefore, when in this high moment of your careers I bid you seek unto the things that are real. Abjure childish things, the things of prejudice, vanity, caprice; of ignorance, superstition,

untruth. Find the fact; that is straight seeing and thinking. Face the fact; that is straight courage. Live up to the fact; that is straight living. Abjure prejudice, for that is plain slavery to the unreal. Crush vanity, for that puts a shallow self-love in place of just self-estimate. Nothing is so practically real for a man as real knowledge of himself. Upon it is founded the power to control himself. Win success by dependence on the real, not the arbitrary. He that rests his hope of success on "influence" builds on the unreal and makes his life a lie. The clean life, the orderly life, the life that has liberty, that has in it the peace of God, is the life which builds on the real. Indecision, unrest, and slavery are the fruits of the lie. The truth is the light, and the truth shall make you free.

I speak the voice of the University, too, when I bid you fashion and follow ideals. Behind the outward pattern of things there is the highest real in which all the real inheres and through which alone it can exist. We call it the ideal. It is the "pattern set in the mount." There is implanted in us the power to see it, the passion to reach after it. This is our birthright as the sons of God. Disdain that birthright, and our lives become dull mechanism. "A man's reach is higher than his grasp, else what's a heaven for?" "Man liveth not by bread alone." The real clarifies, the ideal inspires. The real provides life with its sure foundations, the ideal opens above it an outlook, a heaven, a hope.

Children of many hopes, children of high opportunity, go forth and serve.

## STUDENT AFFAIRS.

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By W. H. DORN.

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California defeated Stanford in the tenth annual Inter-collegiate Field Day, held at Stanford, Saturday, April 19. California made  $78\frac{1}{2}$  points to Stanford's  $43\frac{1}{2}$ . Three Coast intercollegiate records were broken, one tied, and two new records established. In the 220-yard hurdle race Powell and Cheek, both of California, finished abreast in the fast time of  $25\frac{1}{2}$  seconds, lowering the record of 26 seconds flat, held by Torrey of California. In the shot-put and hammer-throw Plaw of California broke previous records by a put of 42 feet  $8\frac{1}{2}$  inches, and a throw of 153 feet  $10\frac{1}{2}$  inches. In the two-mile run, a new event on this coast, Tibbets of California established a record of 10 minutes  $45\frac{1}{2}$  seconds. In the 100-yard dash Abadie of California equalled the record held by Cadogan of California, of 10 seconds flat. In the mile relay race, another new event, the Stanford team won, and established the record of 3 minutes  $32\frac{2}{3}$  seconds. Out of thirteen events California took eleven first places, six second, and five and one-half third.

The annual Intercollegiate Tennis Contest, held on the morning of April 19, was won by California in six straight sets. California's representative in the singles, Hunt and MacGavin, defeated Weihe and Cleve Baker, their respective Stanford opponents, by scores of 6-1, 6-2, and 6-3, 6-3. In the doubles, Hunt and George Baker of California won easily from Weihe and Lieb of Stanford by a score of 6-2,

6-3. The winning of all three of the matches by California was a repetition of her performance last year.

The California Track Team of eleven men left for the East on the first day of May. Their first meet was with Yale on May 10. The result was a victory for Yale, the score of points for first places being  $8\frac{5}{6}$  to  $4\frac{1}{6}$ . The second meet was with Princeton and resulted favorably for the California athletes, who won seven first places to their opponents' six. At the inter-collegiate meet at Mott Haven, California tied with Syracuse for seventh place with eight points won. The first four places counted at the Mott Haven meet. Powell won three points by tying for second place in the high jump and winning fourth place in the low hurdles. Plaw made three points by qualifying for the second best throw of the hammer. Cheek made two points by winning a third place in the low hurdles. The last contest in which the California men participated was with the University of Chicago. The final score was 8 to 5 in Chicago's favor.

California's victorious baseball team left on May 15 for a tour of the Northwest. Their record has been a brilliant one. They have been almost invariably successful in their contests. Some sixteen games have been played, in only three of which the California team lost.

The fourth California-Stanford Intercollegiate Debate was won by California. The question was: "*Resolved*, That the Southern States should grant the suffrage to the negro in accordance with the spirit of the Fifteenth Amendment; provided, that all question of the constitutionality of the negro's position be excluded." California's representatives, who debated upon the affirmative, were Max Thelan, '04; Walter Rothchild (Law), '02, and Ralph S. Pierce, '02. Stanford was represented, on the negative, by H. C. Jones, '02; G. W. Liestner, '03, and Fletcher B. Wagner, '02. The debate was held in Metropolitan Temple, San Francisco, on the evening of April 26.

Anthony G. Cadogan, '03, has been elected Track Captain; Arthur G. McKeown, '02, Baseball Captain; James R. Whipple, captain of California's famous '99 football team, Football Coach; Lloyd A. Womble, '02, Assistant Football Coach, and John A. Brewer, '03, Editor of the *University of California Magazine*.

The annual entertainment of the Skull and Keys Society for this year was a farce written by Robert W. Ritchie, '02, and entitled "An Architectural Error." The farce was a burlesque on co-education, and was well received by the audience.

President Wheeler has reappointed Professor George C. Edwards, '73, as Faculty representative upon the A. S. U. C. Executive Committee for the year 1902-03. James K. Moffitt, '86, has been appointed alumni representative. The other members of the committee will be S. Bruce Wright, '03, President; Anthony G. Cadogan, '03, Vice-President; Carlos G. White, '04, Secretary; William B. Albertson, '02, Athletic Representative, and Ezra W. Decoto, '00, Graduate Manager.

On Saturday evening, May 10, the following men were initiated into Golden Bear: Fred F. Goodsell and William B. Albertson, of the class of 1902; Frank Stern, Bryan Bell, Anthony G. Cadogan, John A. Brewer, Bruce Wright, Leslie W. Symmes, Audibon J. Woolsey, Otto Schulze, and Earle C. Anthony, of the class of 1903.

The Baccalaureate Sermon was preached by Rev. Charles R. Brown, of the First Congregational Church of Oakland, in the First Presbyterian Church of Berkeley on Sunday, May 11.

On Monday, May 12, 1902's Class Day was held. The exercises began at 9 o'clock in the morning with a band concert under the Oaks. The annual class pilgrimage to the different buildings began at 9:30. The speakers were as follows: At the Oaks, C. T. Dozier, President of the

Class of '02, G. C. Brown, President of '03, and J. Raymond Carter, '02; South Hall, Winfield H. Dorn; Library, J. M. Eshleman and President Wheeler; North Hall, Monroe E. Deutsch and Miss Mary Jewett; Mechanics Building, I. B. Rhodes; Mining Building, Frank Baird; Chemistry Building, Dozier Finley and J. B. Newfield; Hearst Hall, Miss Grace Woods.

The class extravaganza was given in Ben Weed's Amphitheatre in the afternoon. It was an adaptation of Robin Hood scenes and music to the usual pursuit of the long-sought diploma by the members of the graduating class. The extravaganza was written by Miss Lila McKinne, and was presented under the direction of J. Raymond Carter.

The annual Senior Ball was held in the evening in Hearst Hall. Leroy Smith acted as floor manager.

On Tuesday the members of the graduating class were the guests of Mrs. Hearst, at her country home, La Hacienda del Pozo de Verona, near Pleasanton.

